ChronoZoom

Teacher’s Guide

Welcome to the teacher’s guide for the World War I ChronoZoomer’s adventure! This adventure is designed to help guide students through the causes of World War I, using ChronoZoom as a tool to support inquiry as students study the causes of World War I.

We recognize that each classroom is unique and has its own culture and dynamic. That being said, we encourage teachers to choose the missions that fit their classroom the best, and scaffold those to meet the needs of their students. We envision teachers being able to use this as one cohesive plan, or use content selectively in a way that works best for them. We have organized ChronoZoom missions into folders for the students. As a teacher this is where you can be as creative as you desire. Some of the material in this packet is intended to support the teacher as students begin to explore ChronoZoom, and delves through questions, explorations, and content in order to gain a deeper understanding of the causes of the Great War.

The PowerPoint slides that have been included in this packet are the same as the infobuds/exhibits and artifacts on the ChronoZoom timeline. Some of the missions ask for students to move or take out different events/causes that took place. Print out the slides for the students, so that they are able to physically move the causes and events around. This helps to bridge the technology gap!

# ChronoZoomer’s Guild Orientation

Welcome to the ChronoZoom Guild. You have been selected to be a part of an elite team to uncover the hidden secrets of the past! The role of the ChronoZoomer is to time travel back to an age where the world was at war, delve into history, and figure out what went wrong and why!

Your first mission as an official member of the ChronoZoom Guild will require you to think beyond what you have been told, and discover a world of hidden secrets, events, and people. World War I is arguably one of the most talked about, disputed, and controversial topics among historians. It was the beginning of the age of modern war, globalization was becoming an issue to contend with, and people around the globe were being consumed with promises of rhetoric and images of a life they had only dreamt about.

Your goal will be to examine the events, people, and places surrounding World War I using ChronoZoom in order to uncover the answer to the BIG question: **What factors triggered World War I? When and for who?**

Once you have uncovered the answer, it will be up to you to remove those events from history! Why is that person/event/place important? Why is it (why are they) a key factor in the war? How would its removal from history change the course of events that transpired?

There are some important things to consider while on your mission:

1. World War I didn’t happen out of thin air, and many people will have differing opinions on when, why, and how World War I commenced. You must remember to look at historian’s opinions carefully and piece together their opinions as you go.
2. As you connect the dots from one person, event, and place to another be sure to think about how they might relate to one another and try to decipher which (in your own opinion) are more significant.
3. As a member of the ChronoZoom Guild you are encouraged to ask questions, be skeptical of various opinions, and be bold in your thoughts in order to come up with your own decision. Do not be afraid to think outside the box!

# ChronoZoomer’s Guild: Optional Mission

Greetings ChronoZoomer! I hope you are excited for your first mission in uncovering the causes of World War I! As you have already been told, this mission will require you to think beyond what you already know, and question different perspectives as to the cause of the Great War.

**Mission Objective:** Determine what you consider to be the long, short-term, and trigger causes of World War I. You will have to take into account different events, people, countries, and sources. Remember to be objective!

Here is the outline of your mission:

* Use ChronoZoom to gather key data on the causes of World War I. As you fly through ChronoZoom, record your findings on the long/short/trigger causes data form.
* Take your causes, and with your fellow ChronoZoomers, analyze your information using the Analyzes of Causes chart.
* Finally, you must then decide which causes of World War you believe are most significant. Record your decisions using the Diamond 9 matrix.

If you successfully complete your mission you will earn your FIRST ChronoZoomer’s Guild Badge: **Causation with Representation Badge**

# ChronoZoom APK

Welcome ChronoZoomer! For your first mission we need to assess what you already know about the events of the Great War. Before we send you back in time let’s see what you know, so that no mistakes are made that could jeopardize the greater goal of the ChronoZoom guild, which is historical understanding for future generations. Your mission requires you to become metacognitive about your knowledge of World War I, right now. Here is your mission outline:

Brain dump – for one minute release everything you know, or think you know, about The Great War. This could include: causes, events, people, places, ideas, outcomes, etc. The brain dump should be single words, no sentences. Do not worry about being right or wrong, just share what you think you know.

1. Taking your individual work, you are now going to work with your fellow ChronoZoomers to work together for better understanding. Your team is comprised of the group that you are in right now. When your mission leader instructs you to do so, go to your assigned portals to expand on your brain dump. You will rotate portals as a group until you have visited each site. For teacher: Each “portal” should be a large post-it note that has a heading related to World War I. These could include: events, people, causes, dates, battles, outcomes, etc. Explain to ChronoZoomers that their group will have 30 seconds at each portal. Designate one writer to record everything that they know about that topic. It would be helpful to pull up an online stopwatch to help students be aware of the time remaining. At the end of 30 seconds, students rotate to the next portal. They are not allowed to repeat information that has already been recorded. But, they can expand upon the information or put a check saying that they agree with what was written or a minus saying they disagree and believe it to be a misconception. To help students understand what metacognition is, as well as maintain classroom behavior use metacognition as the vocabulary word of the day. Before students get up for the mission, provide a definition of metacognition, then tell them that when they hear the word of the day that is their clue to move to their next portal. This way students are hearing the word several times throughout the lesson.
2. Complete the Anticipation Guide.
3. As a Guild, let’s discuss your knowledge. What do you know as a whole? Ask students what they know and discuss it in class. Try to direct students to say that our mission is to really get our heads around the factors that lead to World War I. Refer to various ideas written on the post-its. Students may have written: MAIN, assignation of the Archduke, Germany, Kaiser Wilhelm, Europe, conflict, 1917/misconception. Address the checks and minuses with the class to assess where the disagreements are. If students are unable to demonstrate or provide a fair amount of accurate information, explain that this is not a bad situation. Because of the nature of this mission, it is fine if students do not have a lot of prior knowledge.

Now that you know where you stand as a guild, you are ready to delve into the past to uncover the causes of the Great War, identify and decide which events leading up to the war were the most significant, and debunk myths surrounding the Great War.

For completing this mission you have earned your **Metacognition Badge!**

# Anticipation Guide

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For each of the following statements, indicate whether you believe the statement to be true or false (write "true" or "false").

1. \_\_\_\_\_\_ World War I began in 1915.
2. \_\_\_\_\_\_ World War I was first called The Great War.
3. \_\_\_\_\_\_ Germany, France, and England fought together during the war.
4. \_\_\_\_\_\_ World War I began a month after the assassination of the Archduke of Austria-  
    Hungary, Franz Ferdinand.
5. \_\_\_\_\_\_ The peace treaty that ended the war was called the Treaty of Versailles.
6. \_\_\_\_\_\_World War I ended in 1918.
7. \_\_\_\_\_\_ America entered the war in 1914.
8. \_\_\_\_\_\_ Germany caused the war by first declaring war on Russia 1913.
9. \_\_\_\_\_\_ A key cause of conflict was England, Germany, France, Russia and Austria-  
    Hungary’s desire to expand their empires into Africa and Asia.
10. \_\_\_\_\_\_\_ Militarism, alliances, imperialism, and nationalism (MAIN) are often named as the only causes of World War I.

**Teacher’s Guide for Tour:** Show the ChronoZoom tour called “Outbreak of World War I: The July Crisis.” Explain to students that they are going to go back in time to the month before the official start of World War I (the July crisis) in order to gain an initial understanding of what triggered so many countries to be ready and willing to go to war (see next page for student mission)

**Causation cards:** Students will place events in chronological order. Explain to them that they will now choose one event they believe to be the most significant in causing the outbreak of World War I. On the back of the card students should write why they believe the event they chose was the most significant. Tell students to think about how the war would have changed if that event were to be removed from history. Would the war still have happened? Why? Why not?

# The Trigger Mission (tour)

Alas, ChronoZoomer, we meet again! Your goal for this mission is to go back in time to the very moments when the Great War began. As part of this mission you will see how the murder of one man, and his wife, by a young teenage terrorist triggered a crisis in the summer of 1914 that would be the spark that thrust the world into war.

The questions to keep in mind: **At what point did this war become inevitable, and why? What events could you as a ChronoZoomer remove in order to prevent the war from taking place as it did? Do you think that at some point a great war would have occurred no matter what, based on other factors? Explain.**

Here are the objectives for your mission:

1. Listen carefully, and identify what happened on June 28, 1914 in the country of Bosnia?
2. Identify who was involved, and where are they from?
3. After listening to the tour, think about the many events during the day of June 28th, 1914. List moments at which a different decision might have prevented the assassination of the Archduke.
4. Use the causation cards and place them in chronological order.
5. Choose from the events in your timeline the one that you believe to be the most significant in terms of triggering the Great War. One the back of that particular causation, explain why your group chose that card.
6. In your squad, discuss the following question: Do you think that if the Archduke had not been shot, the war would not have started? Remember that your squad must be able to support and defend your stance.

If your group successfully completes this mission, you will have completed the first stage the “Trigger Mission”, and will be half-way to earning your **Causation Exploration** badge.

This mission can be completed using the tour on ChronoZoom, or walked through as a class with the teacher narrating.

# Perspective Detective

In this mission, each squad will be provided a profile of a country involved in the outbreak of the Great War. Your mission is to explore ChronoZoom from the perspective of the country you received in you mission folder, in order to determine that country’s role and responsibilities in the eruption of World War I.

Here are your objectives for this mission:

1. To what extent, if at all, was your country involved in various events on the ChronoZoom timevine infobuds?
2. Using the contentment chart, identify the events your country was involved in or impacted by. List those events in chronological order on the x-axis. Next, plot your country’s attitude/feelings toward that event. (Was this event good or bad, did it make your country happy, angry? Toward who?)
3. Come back together as a Guild, and compare contentment charts.
4. Now that you have compared your charts, you are now going to become a ChronoZoomer Creator and visually show your perspective of history! Looking at your contentment chart, choose which events were most significant from the perspective of your country. Once you have chosen those events, ***create a timeline on ChronoZoom*** of those events. Remember that you want to include the events themselves, as well as significant people, places, countries, outcomes etc. that had an impact on the event and country.

Remember that the goal of your mission is to look at the causes of the Great War from your country’s perspective. Your goal is to look at each of the causes from the point of view of the country you have received. You are zooming back in time to place yourself within the context of the event and country. Good luck ChronoZoomer!

Once you have successfully completed your mission, you will earn your **Perspective Detective** badge!

Take each event in ChronoZoom and go around to each squad to ask critical thinking questions about their country’s profile: What consequence did this event have for you? Did it impact whom you were allied with? Why did you ally with them? What did these alliances obligate you to do? Does this event matter in why you were willing (or not willing) to enter into war? Did this event cause your country to become more aggressive?

# Connecting the Dots: Final Mission

As a squad or individual member of the ChronoZoomer’s Guild, decide what you consider to be the most significant causes of World War I. Next, decide at which point war became inevitable and why. Explain why various countries felt justified/were willing to go to war. Knowing what you know now, do you believe that Europe “slithered” into war, or can we lay the blame at another country’s doorstep? You or your squad must create a product explaining your perspective/decisions/stance in one of the following formats:

* Newspaper article/media report
* Presentation
* Evidence-based timevine on ChronoZoom that connects the dots
* Poster board
* Graphic novel/cartoon strip
* Speech
* ChronoZoom tour of significant events leading to World War I from the perspective of a specific country
* Other approved format

Mini Conference to round out unit. As a guild answer: is it fair to blame Germany and make them sign the war guilt clause? Why?

If we could go back in time and prioritize key events to interrupt/pull out from the ChronoZoom timevine in order to prevent the Great War, which events would you choose and why? (You can pick no more than 2 events).

# Unit Essential Questions

1. What factors triggered World War I? When and for who? (This is the unit EQ. The following are daily EQ’s that can be used to help guide students through the unit).
2. What is conflict and how does it arise?
3. What can influence historian’s perspective and opinion of events over time?
4. How can studying multiple perspectives give us a better understanding of an event or period in history?
5. How do forms of government influence its response to citizen action?
6. How does the creation of empire affect those in power and those who are not?
7. How have struggles for control of a region led to the oppression and lack of freedom for some groups?